

RAC School Improvement Plan Template Instructions

Template Version 4.3

Date of Version 3/26/15

INSTRUCTIONS: Please follow the steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the **step number in green** on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the **purple button** on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file **RACREGION#_CDS_School Name.xls**. Example **RAC4_000000001_NJElementary.xls**

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
- 4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
- 5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.
- 6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:
 - . What does this metric tell you?
 - . What questions arise from these data?
 - . What other forms of data would you like to review?
 - . What is the impact on achievement?
 - . What trends emerge?
- 7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
- 8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

Review output and check quality of information

- 9 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.
- 10 Go to sheet "Confirmation." Follow the instructions on the sheet.
- 11 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 12 Review pages and correct any sheet as necessary.
- 13 Submit file to RAC staff.

Modifying Cells to Display Text/Adjusting Row Height

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

For questions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.



2

School:	Dr M L King Jr Sch Comp	
Region:	7	
County:	Atlantic	
District:	Atlantic City	
CDS:	010110140	
RAC Classification:	Focus	
Rationale:	Lowest Subgroup Performance:	<i>Special Ed, Hispanic</i>

School Improvement Plan Committee Members

3

[RETURN TO INSTRUCTIONS](#)

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

				Please insert an "X" to indicate participation in:		Signature	Date
Position	Name	Email	Phone Number	Quality School Review (QSR) / Needs Assessment	Development of SMART Goals & Intervention Strategies		
Principal	Jodi Burroughs	jburroughs@acboe.org	(609) 343-7380	x	x		
Vice Principal	Brook Challender	bchallender@acboe.org	(609) 343-7380	x	x		
Vice Principal	John Gray	jgray@acboe.org	(609) 343-7380	x			
District Math Coach	Kimberly Almahadin	kalmahadin@acboe.org	(609) 343-7380	x	x		
Special Education Teacher	Peona DeMello	pdemello@acboe.org	(609) 343-7380	x	x		
Media Specialist	Matthew Doyle	mdoyle@acboe.org	(609) 343-7380		x		
Basic Skills Intervention Teacher	Michael Holloway	mholloway@acboe.org	(609) 343-7380	x			
Reading Recovery Teacher	McKenzie Hutchinson	mharris@acboe.org	(609) 343-7380		x		
Basic Skills Intervention Teacher	Pamelar Jean-Baptiste	pbaptiste@acboe.org	(609) 343-7380	x	x		

Basic Skills Intervention Teacher	Wendy Mason-Harris	wmason@acboe.org	(609) 343-7380	x	x		
Primary ELA Coach	Loretta McGuigan	lmcguigan@acboe.org	(609) 343-7380	x	x		
Intermediate ELA Coach	Deborah Moore	dmoore@acboe.org	(609) 343-7380	x	x		
Teacher	Leslie Craig	lcraig@acboe.org	(609) 343-7380	x			
Special Education Teacher	Christina Smith	c.smith@acboe.org	(609) 343-7380		x		
RAC 7 ED	Patricia Wulk	patricia.wulk@doe.state.nj.us	856-986-9257	x	x		

QSR and Intervention Strategy Development Process

4

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

[RETURN TO INSTRUCTIONS](#)

Date	Topic	Attendees	Agenda on File	Minutes on File
	Select From List			
3/24/2014	QSR	SLT: Jodi Burroughs, Brook Challenger, John Gray, Kimberly Almahadin, Peona DeMello, Matthew Doyle, Michael Holloway, McKenzie Hutchinson, Pamelar Jean-Baptiste, Wendy Mason-Harris, Loretta McGuigan, Deborah Moore, Christina Smith	Yes	Yes
4/1/2014	Plan Development	SLT	Yes	Yes
4/13/2014	Plan Development	SLT	Yes	Yes
4/14/2014	Data Review and Analysis	SLT	Yes	Yes
4/15/2014	Data Review and Analysis	SLT	Yes	Yes
4/17/2014	Plan Development	SLT	Yes	Yes
4/20/2014	Plan Development	SLT	Yes	Yes
4/22/2014	Data Review and Analysis	SLT	Yes	Yes
4/23/2014	Plan Development	SLT	Yes	Yes
4/24/2014	Plan Development	SLT	Yes	Yes

4/27/2014	Plan Development	SLT	Yes	Yes
4/28/2014	Plan Development	SLT	Yes	Yes
5/1/2014	Plan Development	SLT	Yes	Yes
5/4/2014	Plan Development	SLT	Yes	Yes
5/5/2014	Plan Development	SLT	Yes	Yes
5/6/2014	Data Review and Analysis	SLT	Yes	Yes
5/7/2014	Plan Development	SLT	Yes	Yes
5/11/2014	Data Review and Analysis	SLT	Yes	Yes
5/14/2014	Plan Development	SLT	Yes	Yes
5/15/2014	Plan Development	SLT	Yes	Yes
5/20/2014	Plan Development	SLT	Yes	Yes
5/21/2014	Plan Development	SLT	Yes	Yes
5/22/2014	Plan Development	SLT	Yes	Yes

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

[RETURN TO INSTRUCTIONS](#)

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	3 - Proficient	Principal ensures that the rigorous and regular reviews of SGO's and benchmark data are scheduled and adhered to. Attendance at parent-teacher conferences as well as daily interactions regarding instruction has increased. After reviewing formal and informal data, administrators schedule walkthroughs/evaluations based on specific needs. There is an increased number of opportunities for professional development as well as vertical staff collaboration. All classrooms are staffed with effective and highly effective teachers. Through the Family Services Association and other associations, students are receiving quality, integrated support which is evident through decreased referrals, teacher observations, and appointments with guidance counselors.	Administration will observe weekly grade level planning meetings to ensure instructional alignment. This will also allow administration to observe all teachers on a weekly basis. Although students who do not master lesson objectives on first instruction are identified, instructional support is not always available.
	1.2	4 - Well Developed		
	1.3	3 - Proficient		
	1.4	4 - Well Developed		
	1.5	3 - Proficient		
	1.6	3 - Proficient		
	1.7	4 - Well Developed		
	1.8	4 - Well Developed		
	1.9	4 - Well Developed		
	1.10	4 - Well Developed		
2 - School Climate & Culture	2.1	3 - Proficient	There is now a clear and consistent behavior system of rewards and consequences in use. We will be adjusting our student survey to gain information regarding students' perception. Staff is engaged in professional development and students are receiving interventions to support academic, personal, and social-emotional growth. Students and adults are gaining feedback and are working more effectively with the CCSS. We are working towards students taking responsibility for their own learning.	We currently track progress. We plan to initiate sharing of the results with the community on our webpage. We will provide professional development for instructional differentiation where effective strategies are varied. Administration will ensure implementation will take place in the classroom.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	3 - Proficient	Alternative strategies are in place for students who do not master a lesson on first instruction. Teachers now approach content from several angles to support all learning styles. The majority of students exhibit habits of self-discipline and self-management.	Through observations, evaluations, and expectations of teachers, administration will look for high, clear, and measureable student learning objectives and application of the objectives in all academic areas.
	3.2	2 - Developing		
	3.3	3 - Proficient		
	3.4	3 - Proficient		
	3.5	3 - Proficient		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	4 - Well Developed	FASTT Math is a research-based program that we are currently using.	Members of the leadership team will assist in identifying the alignment of instruction in accordance to the CCSS. Touch Math tutorial and materials have been obtained and will be reviewed to determine its effectiveness with our special education subgroup.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	3 - Proficient		
	4.5	2 - Developing		

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

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[RETURN TO INSTRUCTIONS](#)

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	3 - Proficient	All vacant teaching positions have been filled by trained and certified teachers to ensure student learning outcomes are achieved. Professional development objectives are determined by student learning data and schoolwide goals.	The hiring process begins at the district administration level. The majority of staff meet those expectations for instruction, student behavior, and learning outcomes. Struggling staff are quickly identified and supported.
	5.2	4 - Well Developed		
	5.3	4 - Well Developed		
	5.4	3 - Proficient		
	5.5	4 - Well Developed		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	We have a system in place to routinely review accurate data. Data on discipline and attendance is shared with staff and students at least quarterly.	Bi-monthly data on student attendance, teacher attendance, and discipline is collected but not shared with the leadership team. Data from our College and Career Readiness Goal has been obtained but not shared with staff.
	6.2	4 - Well Developed		
	6.3	4 - Well Developed		
7- Effective Use of Time	7.1	4 - Well Developed	Research-based interventions are available. A district mandated master schedule was implemented and provided to staff before the first day of school. Every effort is made to protect instructional time. Staff collaboration times are provided in the master schedule. Vertical articulation occurs within grade level meetings and professional development.	The majority of students who are below grade level are provided with interventions but do not necessarily receive diagnostic assessments.
	7.2	4 - Well Developed		
	7.3	4 - Well Developed		
8- Family & Community Engagement	8.1	3 - Proficient	At the request of our Parent Advisory Council members, parent workshops were organized and implemented based on the needs and interest of families.	Invite stakeholders to participate in leadership meetings, school activities, and celebrations. Our attendance at parent workshops was minimal.
	8.2	3 - Proficient		

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your school-wide 2013-2014 targets.]	School Accountability Progress Targets	ELA - 32.9 Math - 48.9	In 2014, MLK did not meet the target in ELA of 54.8 (actual was 32.9) or the target in Math of 71 (actual was 48.9). MLK did not meet the target at a lower rate, thus meeting the higher target will be challenging. The district continues the math benchmarking initiative in 3-8 as well as the fluency initiative.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your two lowest performing subgroup 2013-2014 targets.]	School Accountability Progress Targets	SWD ELA- 39.4 Hispanic ELA - 45 SWD Math - 48.4 Hispanic Math - 69.9 (Source: '13-'14 NJ School Performance Report)	The Hispanic subgroup met the target of 69.9 with an actual of 59 and the Students with Disabilities subgroup met the target of 48.4 with an actual of 32.2 in Math with the Confidence Interval Applied. The Hispanic subgroup and Students with Disabilities subgroup did not meet their targets for ELA.
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) 	edConnect; Data management system	100% of student population in grades 3-8 participated in end of unit benchmark assessments in Math. Grades 3-8 participated in EPASK in October 2014 and January 2015.	The district discontinued the math benchmark assessments for K-2 mid-year. Due to district mandates, EPASK administration was limited.
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify patterns by grade/subject/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify change over time Identify patterns by chronic absenteeism Identify patterns by students with chronic disciplinary infractions 	edConnect; Data management system	*No Data provided by Team (RAC note)	Our overall growth on the SRI was 21%. Within our SWD population, steady growth was observed in the majority of classes. However, SWD who exhibit severe language impairments scores remained the same.

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department/subject Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); Identify patterns by chronic absenteeism 	Title I Accountability Data System	[Please enter proficiency by grade level in ELA and Math.]	NA
SGP	Student growth on state assessments (2013-2014) grades 4-8	<ul style="list-style-type: none"> Identify overall schoolwide growth performance by content Identify interaction between student proficiency level on the NJ ASK and student growth scores 	School Performance Reports	As reported on the NJ School report card, MLK had an overall growth of 40% in ELA and 48% in Math in 2013-2014. The interaction between proficiency level on NJASK growth scores showed that 37% of partially proficient students showed low growth (less than 35) and 15% of the proficient students showed high growth (higher than 65). In Math 19% of the proficient students showed high growth (greater than 65) and 29% of partially proficient students showed	Partially Proficient students show limited high growth in both ELA and Math. This is a continuing trend as the target increases each year. However, our partially proficient students showed the greatest increase in their low growth percentage for both ELA and Math.
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade level 	AMAO Data Report	Per the NJ Report Card, there were 21 LEP students in the school year 2013/2014 representing 3% of the enrollment. (5/12/15) Our target AMAO1 was 79% and we achieved 82.4%.	
Environmental					
Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> Identify overall enrollment and trends Identify enrollment by grade and subgroup 	District SIS	Total Enrollment: 681 (359 boys/322 girls); Subgroups: Students with Disability- 104 , Hispanic 104; Grades: Grade PK - 99, Grade K - 56, Grade 1 - 85, Grade 2 - 71, Grade 3 - 78, Grade 4 - 63, Grade 5 - 62, Grade 6 - 59, Grade 7 - 67, Grade 8 - 41 (PowerSchool)	

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic absenteeism Identify interventions 	District SIS	<p>Overall Rate: 94.3% (5/12/15)</p> <p>There are no obvious patterns by grade or subgroups. Patterns by grade: Grade 6 has highest attendance rate of 96.6% and Grade 1 has the lowest attendance rate of 93.1%</p> <p>Patterns by subgroups: Hispanic 92.3%, SWD population 94.66% Chronic Absenteeism: 12% of student population are absent more than 15 days as of 3/15/15. Interventions: Letters sent home to parents by guidance counselor; phone calls made by teachers, notification to appear in court is sent to parent by district with accompanying fines, recognition for perfect</p>	Our attendance rate has improved after the quarterly attendance recognition.
Attendance (Staff)	The average daily attendance for staff	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade /department Identify chronic absenteeism Identify reasons for absenteeism 	Personnel system; Professional development schedule	92.8% staff attendance (as of 3/15/15)	Frequent flyers will be identified and the principal will follow-up with those identified.
Discipline	The number of suspensions, expulsions, and incident reports	<ul style="list-style-type: none"> Identify overall rate Identify types of incidents Identify patterns by grade Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic offenders 	District SIS; School behavior management reports	<p>Overall rate of discipline incidents: 25 students had at least one incident of OSS which gives a rate of 3.69% (per student population)</p> <p>Types of incidents: Disruptive behavior, left grounds without permission, verbal threat against teacher/staff, lack of cooperation/rude/discourteous, inappropriate language, misconduct in cafeteria, fighting, willful disobedience, disregard for authority, suspected harassment/intimidation/bullying</p> <p>Chronic Offenders: 6 students / .89% of student</p>	Our suspension rate has decreased with the consistent recognition of classrooms that are "referral free." In addition, the character education program has encouraged and rewarded students who exhibit positive behaviors.
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	<ul style="list-style-type: none"> Identify overall projected graduation rate Identify students who have dropped out Identify students with credit deficiencies Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify interventions 	NJ SMART, District SIS	NA	NA

Data Review & Analysis

6

[RETURN TO INSTRUCTIONS](#)

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Culture and Climate Survey	Results from survey(s)	<ul style="list-style-type: none"> Identify staff satisfaction Identify perception of environment Identify perception of support Identify perception of students behavior Identify perception of adult culture 	NJSCS reports; PBSIS; Other survey tools	M & E survey	Our staff survey was administered and we are awaiting results. The participation rate for the staff survey has increased as a result of earlier administration.
Instruction					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none"> Identify observation ratings across school Identify observation ratings by grade/subject/subgroup Identify areas for feedback and professional development Identify instructional trends Percentage of teachers on CAP during 2014-2015 	School-level evaluation reports	LoTi (Data comes back from district office and will be available at a later date)	Positive and negative trends

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					
Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Discuss major interventions here					

Data Review & Analysis

6

[RETURN TO INSTRUCTIONS](#)

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What does this metric tell you?

. What other forms of data would you like to review?

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends

Root Cause Analysis

7

[RETURN TO INSTRUCTIONS](#)

Modifying Cells to Display Text

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	The subgroups (Hispanic and SWD) both did not meet their target goal. The PARCC test replaced the NJASK where students were expected to take the digital test that stepped up educational standards. The transition was new to both teachers and students causing challenges across the curriculum in addition to implementing new concepts into our "Testing as a Genre" in order to introduce the new technology into the classroom.	Focus was placed on helping students understand and navigate the format of the PARCC computer-based tests. This year has been a shift towards full implementation of the CCSS leading to more rigorous instruction to meet the new PARCC assessment.	1: Teachers' approach to literacy instruction needs to be grounded in close analysis of text. This approach will allow students to analyze and dig beyond and about the text while finding evidence to support their thinking.	3 - Effective Instruction
			2: Teachers will create authentic engaging lessons, where students will demonstrate understandings of skills and concepts across the literacy framework and how it is integrated into both reading and writing.	3 - Effective Instruction
			3: Weaknesses will be addressed in all areas of the literacy framework with interventions, such as LLI and Read 180 to subgroups that have not met the performance target.	4 - Curriculum, Assessment & Intervention System
Math (TP3, TP4)	State Assessment: The subgroups (Hispanic and SWD) both met their target with an applied competency interval. The challenge will be to continue to meet the target in order to be released from our focus status per RAC.	Lack of differentiation; limited rigorous instruction to meet new PARCC assessments; ineffective classroom management; meaningful, authentic, and engaging instruction; and student behavioral disruptions are contributing factors.	1: Teachers demonstrate necessary content knowledge and approach content from many angles to support all learning styles. Students not mastering basic skills are identified through the use of appropriate assessments to	5 - Effective Staffing
			2: Consider flexible scheduling of math at different times throughout the day (not always in afternoon). Incorporate math skills during non-instructional periods (breakfast duty, cafeteria, recess, specials, etc.)	7 - Effective Use of Time
			3: Teachers will address weaknesses in content areas with interventions. Data will be reviewed regularly by teachers to inform more targeted instruction specific to the needs of the students.	6 - Enabling the Effective Use of Data
Climate & Culture (TP2)	Families and community partners play a limited role in decision-making. Our student survey does not give us a clear understanding of students' perception. Results of our surveys have not been shared with all stakeholders.	Families do not appear to be motivated to participate in certain school events (attending school events, participating in surveys, etc.) This may be due to work obligations or childcare needs. Vague survey questions can be open to interpretation and may lead to misconceptions.	1: Vary the times/days of events for families to be present in school with ample notification. Offer incentives for those who attend or who contribute to events or activities.	8 - Family Engagement
			2: Clarify students' questions so that they are not open to interpretation. Consider including students in the process of generating questions. The diversity of student population will be embraced through instruction	2 - School Climate & Culture
			3: Explain the purpose of the surveys. Share the results with survey participants and ask for suggestions for improvement. Provide incentives for classrooms that have full completion of the spring parent survey.	6 - Enabling the Effective Use of Data
College & Career Readiness	Students are not adequately prepared to pursue college and/or careers.	Students have limited knowledge of technology and digital tools for the use of operations and related applications (multimedia presentations, spreadsheets, databases, professional documents, etc.) emphasizing college and career readiness.	1: SIP has aligned SMART Goals, milestones strategies, and assigned accountabilities to improve student outcomes that will enhance knowledge of technology and digital tools as it relates to the CCSS.	1 - School Leadership
			2: Teacher collaboration topics for professional development will include the use of operations and related applications of technological and digital tools for the students' needs. Professional development will be	7 - Effective Use of Time
			3: Teachers will use a variety of response strategies through the use of technology, ensuring college and career readiness content aligned with the CCSS, contributing to better preparation for the PARCC.	3 - Effective Instruction

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Dr. Martin Luther King Jr. School Complex's Students with Disabilities (SWD) in grades three through five will have a 5% increase in their SRI scores during the 2015-2016 school year in preparation for the PARCC assessment.	<div> Do not base goals on data that will be available after June 30, 2016. </div>
Performance Challenge Being Addressed	The subgroups (Hispanic and SWD) both did not meet their target goal. The PARCC test replaced the NJASK where students were expected to take the digital test that stepped up educational	
Strategies to Address Challenge	1: Teachers' approach to literacy instruction needs to be grounded in close analysis of text. This approach will allow students to analyze and dig beyond and about the text while 2: Teachers will create authentic engaging lessons, where students will demonstrate understandings of skills and concepts across the literacy framework and how it is integrated into both reading and 3: Weaknesses will be addressed in all areas of the literacy framework with interventions, such as LLI and Read 180 to subgroups that have not met the performance target.	
Target population <i>[Focus school subgroups only]</i>		
		Turnaround Principle Addressed
		3 - Effective Instruction
		3 - Effective Instruction
		4 - Curriculum, Assessment & Intervention System

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1: 11/15/2015	Students will be administered the SRI assessment.	Exam Results	
EOC2: 1/15/2016	The school expects to see an increase of 1.25% in improvement on the SRI.	Exam Results	
EOC3: 3/15/2016	The school expects to see an increase of 2.5% in improvement on the SRI.	Exam Results	
EOC4: 5/15/2016	The school expects to see an increase of 3.75% in improvement on the SRI.	Exam Results	
EOC5: 6/30/2016	Dr. Martin Luther King Jr. School Complex's Students with Disabilities (SWD) in grades three through five will have a 5% increase in their SRI scores during the 2015-2016 school year in preparation for the PARCC assessment.	State Assessment Results	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Provide Summer Scholars for all students with an emphasis on low performing students based on student data from the 2014-2015 school year.	3 - Effective Instruction	7/1/2015	7/29/2015	Teachers
2	3	Provide LLI for all students including special education within the Summer Scholars Program.	4 - Curriculum, Assessment & Intervention System	7/1/2015	7/29/2015	Teachers
3	2	Implement the Accelerated Reader Program with individual incentives.	4 - Curriculum, Assessment & Intervention System	7/1/2015	7/29/2015	Teachers

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

4	3	Provide overall professional development in ELA, within the "Summer Institute.	5 - Effective Staffing	7/1/2015	7/29/2015	Professional Development Presenters
5	1	Provide professional development and materials for the implementation of Leveled Literacy Intervention (LLI) for special education teachers.	5 - Effective Staffing	7/1/2015	8/31/2015	Professional Development Presenters
6	1	Provide professional development and materials for the implementation of the Read 180 Program for special education teachers.	5 - Effective Staffing	7/1/2015	8/31/2015	Professional Development Presenters
7	1	Attend professional development presented by Regional Achievement Center (RAC) at Stockton College for School Leadership Team members.	5 - Effective Staffing	8/1/2015	8/31/2015	RAC Team
8	3	Administer initial baseline assessments.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Teachers
9	3	Basic Skills assignments will have more concentration within the primary grades to address at-risk learners.	5 - Effective Staffing	9/1/2015	10/31/2015	Administration
10	1	Provide professional development and monitoring to ensure that benchmarks from grades K-2 meet interim and end of year grade level performance targets.	3 - Effective Instruction	9/1/2015	11/15/2015	ELA Coaches
11	1	Teachers meet in PLCs to analyze data in order to increase proficiency levels resulting in higher student achievement	6 - Enabling the Effective Use of Data	9/1/2015	10/15/2015	Teachers
12	2	Quarterly walkthroughs ensure lesson plans with CCSS aligned objectives are implemented as submitted.	1 - School Leadership	9/1/2015	10/15/2015	Administration
13	2	Coaching aligned with CCSS will be provided by the ELA coach	3 - Effective Instruction	9/1/2015	10/15/2015	ELA Coaches
14	1	Targeted professional development based on needs identified in walkthroughs	5 - Effective Staffing	9/1/2015	10/15/2015	Administration
15	3	Following initial assessments in ELA, students will be identified and appropriately grouped according to their needs	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Teachers
16	3	Group students for Academic Academy (AA) according to beginning benchmark data in order to provide interventions to meet the needs of low achieving students	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/31/2015	Teachers
17	3	Implement LLI groups for general education and special education students during before school instruction.	7 - Effective Use of Time	10/15/2015	11/15/2015	Teachers
18	3	Implement Academic Academy program.	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/31/2015	Teachers
19	3	Based on intervention data, special education students will enter the Read 180 Program.	7 - Effective Use of Time	10/15/2015	11/15/2015	Teachers
20	1	Administer SRI to 2nd graders in January and in June.	4 - Curriculum, Assessment & Intervention System	1/15/2016	6/15/2016	Teachers

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1.2	Summer LLI Program -- (3 teachers x 67 hrs x \$45.87)	INSTRUCTION - Personal Services - Salaries	\$ 9,289.00	Federal Title I
1.2	Summer LLI Program -- (FICA)	SUPPORT SERVICES - Personnel Services - Employee Benefits	\$ 711.00	Federal Title I
4,5,6	Contract presenters for Professional Development: LLI Training (\$52.80 rate) & Read 180 Training	INSTRUCTION - Purchased Professional & Technical Services	\$ 10,000.00	Federal Title I
4,5,6	Teachers stipends to attend Summer Professional Development (10 teachers x 4 days x \$132);	INSTRUCTION - Personal Services - Salaries	\$ 5,280.00	Federal Title I
4,5,6	Teachers stipends to attend Summer Professional Development (FICA);	SUPPORT SERVICES - Personnel Services - Employee Benefits	\$ 404.00	Federal Title I

8.i

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[illegible]

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Dr. Martin Luther King Jr. School Complex's students in grades three through five will have a 35% increase in their scores within each benchmark assessment period during the 2015-2016 school year in preparation for the PARCC assessment.	
Performance Challenge Being Addressed	State Assessment: The subgroups (Hispanic and SWD) both met their target with an a	
Strategies to Address Challenge	1: Teachers demonstrate necessary content knowledge and approach content from many angles to support all learning styles. Students not mastering basic skills are identified through the use 2: Consider flexible scheduling of math at different times throughout the day (not always in afternoon). Incorporate math skills during non-instructional periods (breakfast duty, cafeteria, 3: Teachers will address weaknesses in content areas with interventions. Data will be reviewed regularly by teachers to inform more targeted instruction specific to the needs of the	Turnaround Principle Addressed 5 - Effective Staffing 7 - Effective Use of Time 6 - Enabling the Effective Use of Data
Target population [Focus school subgroups only]		

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1: 11/15/2015	100% of students in Grades 3-5 will be administered a district baseline test for benchmark one to identify students in need of intervention.	District created benchmark	
EOC2: 1/15/2016	The school expects to see scores improve 35% on district benchmark one. 100% of students in Grades 3-5 will be administered a district baseline test for benchmark two to identify students in need of intervention.	District created benchmark	
EOC3: 3/15/2016	The school expects to see scores improve 35% on district benchmark two. 100% of students in Grades 3-5 will be administered a district baseline test for benchmark three to identify students in need of intervention.	District created benchmark	
EOC4: 5/15/2016	The school expects to see scores improve 35% on district benchmark three 100% of students in Grades 3-5 will be administered a district baseline test for benchmark four to identify students in need of intervention.	District created benchmark	
EOC5: 6/30/2016	Dr. Martin Luther King Jr. School Complex's students in grades three through five will have a 35% increase in their scores within each benchmark assessment period during the 2015-2016 school year in preparation for the PARCC assessment.	PARCC	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Provide Summer Scholars for all students with an emphasis on low performing students based on student data from the 2014-2015 school year.	3 - Effective Instruction	7/1/2015	7/29/2015	Teachers
2	1	Provide Summer Science, Technology, Engineering & Math (STEM) instruction for a select number of students in grades 2-8	3 - Effective Instruction	7/1/2015	7/29/2015	Teachers
3	1	Provide overall professional development in Math, within the "Summer Institute." Presenters and staff will be paid at the contracted rate	5 - Effective Staffing	7/1/2015	7/29/2015	Professional Development Presenters

SMART Goal 2

8.ii

[RETURN TO INSTRUCTIONS](#)

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4	1	Attend professional development presented by Regional Achievement Center (RAC) at Stockton College for Leadership Team Members. Attendees will be paid at the contracted rate.	5 - Effective Staffing	8/1/2015	8/31/2015	RAC Team
5	3	Provide introduction to Touch Math to teachers in primary grades and special education.	5 - Effective Staffing	9/1/2015	10/31/2015	Professional Development Presenters
6	3	Administer initial baseline assessments.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/15/2015	Teachers
7	3	Basic Skills assignments will have more concentration within the primary grades to address at-risk learners.	5 - Effective Staffing	9/1/2015	10/31/2015	Administration
8	1	Provide professional development on math interventions.	5 - Effective Staffing	9/1/2015	10/31/2015	Professional Development Presenters
9	1	Teachers meet in PLCs to analyze data in order to increase proficiency levels resulting in higher student achievement.	6 - Enabling the Effective Use of Data	9/1/2015	10/15/2015	Teachers
10	1	Weekly walkthroughs to ensure lesson plans with CCSS aligned objectives are implemented as submitted.	1 - School Leadership	9/1/2015	10/15/2015	Administration
11	1	District Math coach will assist the teachers in analyzing data and supporting school-wide curriculum alignment and assessment administration, etc.	6 - Enabling the Effective Use of Data	9/1/2015	10/15/2015	Math Coach
12	1	Targeted professional development based on needs identified in walkthroughs.	5 - Effective Staffing	9/1/2015	10/15/2015	Administration
13	3	Following initial assessments in Math, students will be identified and appropriately grouped according to their needs.	4 - Curriculum, Assessment & Intervention System	10/1/2015	10/31/2015	Teachers
14	3	Teachers will use FASTT Math computer based program at least weekly. Results will be discussed at grade level meetings.	3 - Effective Instruction	9/1/2015	10/15/2015	Teachers
15	1	Group students for Academic Academy (AA) according to beginning benchmark data in order to provide interventions to meet the needs of low achieving students.	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/31/2015	Teachers
16	3	Implement Academic Academy program	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/31/2015	Teachers
17	2	Implement a Science, Technology, Engineering & Math (STEM) Camp to be held on Saturdays for four hours for students grades 2-8 in order to better prepare them for more rigorous academic work through the grade levels as well as PARCC testing this spring.	3 - Effective Instruction	11/1/2015	12/1/2015	Teachers
18	2	FASTT Math will be available for general education and special education students during before school instruction and breakfast.	7 - Effective Use of Time	9/15/2015	10/1/2015	Teachers
19	3					
20	1					

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
2, 17	STEM (Summer), STEM (Saturday) -- purchase Lego Ed kits + software	INSTRUCTION - Supplies & Materials	\$ 10,000.00	Federal Title I
3, 5	Touch Math PD -- Summer Institute + sustainment during the school year (10 teachers x \$132; 15 teachers x 3 days x \$90)	INSTRUCTION - Personal Services - Salaries	\$ 5,448.00	Federal Title I
3, 5	Touch Math PD -- Summer Institute + sustainment during the school year (FICA)	SUPPORT SERVICES - Personnel Services - Employee Benefits	\$ 417.00	Federal Title I
2, 17	STEM (Summer) (8 teachers x 40 hours x \$45.87 + competitions)	INSTRUCTION - Personal Services - Salaries	\$ 14,678.00	Federal Title I

8.ii

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[illegible]

SMART Goal 3

8.iii

[RETURN TO INSTRUCTIONS](#)

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Dr. Martin Luther King Jr. School Complex will utilize the positive behavior reward system and student attendance initiative for the purpose of tracking their effectiveness, thereby decreasing student absenteeism by 1.5% and student discipline referrals by 5% for the school year 2015-2016.	Turnaround Principle Addressed
Performance Challenge Being Addressed	Families and community partners play a limited role in decision-making. Our student survey does not give us a clear understanding of students' perception. Results of our surveys have not been shared with all stakeholders.	
Strategies to Address Challenge	1: Vary the times/days of events for families to be present in school with ample notification. Offer incentives for those who attend or who contribute to events or activities.	
	2: Clarify students' questions so that they are not open to interpretation. Consider including students in the process of generating questions. The diversity of student population will be	
	3: Explain the purpose of the surveys. Share the results with survey participants and ask for suggestions for improvement. Provide incentives for classrooms that have full completion of the	
Target population [Focus school subgroups]		

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End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1: 11/15/2015	Implement system of positive behavior rewards and student attendance initiative for the purpose of tracking its effectiveness in order to decrease student absenteeism and student referral rates.	Modified Guidelines of Positive Behavior Reward System	
EOC2: 1/15/2016	The school expects to see at least a 0.375% decrease in absenteeism and at least a 1.25% decrease in student discipline referrals from the previous school year.	Discipline Referrals and Attendance	
EOC3: 3/15/2016	The school expects to see at least a 0.75% decrease in absenteeism and at least a 2.5% decrease in student discipline referrals from the previous school year.	Discipline Referrals and Attendance	
EOC4: 5/15/2016	The school expects to see at least a 1.125% decrease in absenteeism and at least a 3.75% decrease in student discipline referrals from the previous school year.	Discipline Referrals and Attendance	
EOC5 6/30/16	Dr. Martin Luther King Jr. School Complex will utilize the positive behavior reward system and student attendance initiative for the purpose of tracking their effectiveness, thereby decreasing student absenteeism by 1.5% and student discipline referrals by 5% for the school year 2015-2016.	Discipline Referrals and Attendance	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Revise strategies for school-wide academic and behavioral reward system during our School Leadership Team's Summer Retreat.	2 - School Climate & Culture	7/1/2015	8/31/2015	School Leadership Team
2	3	Present staff with ongoing professional development on a school-wide reward system to prepare for implementation as well as classroom management.	5 - Effective Staffing	9/1/2015	9/30/2015	School Leadership Team
3	3	Present school-wide reward system to students at pep rally	2 - School Climate & Culture	9/15/2015	10/15/2015	School Leadership Team
4	3	Inform families of the school-wide reward system at Open House N	8 - Family Engagement	9/15/2015	9/30/2015	School Leadership Team

8.iii

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[illegible]

SMART Goal 3

8.iii

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SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Dr. Martin Luther King Jr. School Complex students in grades three to five will have a 5% increase in writing skills using technology in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC) within the school year 2015-2016.	Turnaround Principle Addressed
Performance Challenge Being Addressed	Students are not adequately prepared to pursue college and/or careers.	
Strategies to Address Challenge	1: SIP has aligned SMART Goals, milestones strategies, and assigned accountabilities to improve student outcomes that will enhance knowledge of technology and digital tools as it relates to	1 - School Leadership
	2: Teacher collaboration topics for professional development will include the use of operations and related applications of technological and digital tools for the students' needs.	7 - Effective Use of Time
	3: Teachers will use a variety of response strategies through the use of technology, ensuring college and career readiness content aligned with the CCSS, contributing to better preparation for the	3 - Effective Instruction
Target population [Focus school subgroups only]		

Do not base goals on data that will be available after June 30, 2016.

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To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1: 11/15/2015	Administer baseline existing district timed writing prompt via computer. Assessments will be scored using existing rubrics.	Baseline exam results	
EOC2: 1/15/2016	The school expects to see a 1.25% increase in student writing skills from the baseline data.	exam results	
EOC3: 3/15/2016	The school expects to see a 2.5% increase in student writing skills from the baseline data.	exam results	
EOC4: 5/15/2016	The school expects to see a 3.75% increase in student writing skills from the baseline data.	exam results	
EOC5: 6/30/2016	Dr. Martin Luther King Jr. School Complex students in grades three to five will have a 5% increase in writing skills using technology in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC) within the school year 2015-2016.		

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	A committee will be formed to create a compilation of teacher recommended technology resources to include instructional websites/programs, passwords, and user instructions as a quick reference guide to promote effective technology instruction.	3 - Effective Instruction	9/15/2015	10/15/2015	School Leadership Team
2	3	Use existing technology software program to improve technological literacy for all students.	3 - Effective Instruction	9/15/2015	10/15/2015	Teachers
3	2	Provide ongoing professional development, resources, and materials to all staff member to increase student growth in the area of technology. (Compass Learning)	5 - Effective Staffing	9/30/2015	10/31/2015	School Leadership Team

8.iv

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4	1	Ensure that teacher/classroom computers are available and in good working order.	1 - School Leadership	9/30/2015	10/31/2015	Administration
5	1	Schedule and implement weekly computer lab for all students to complete assigned technology/typing activities within the existing technology software program.	7 - Effective Use of Time	10/15/2015	10/31/2015	Technology Committee
6	1	Weekly attendance and participation will be monitored by administration	1 - School Leadership	10/30/2015	11/15/2015	Administration
7	3	Teachers will be provided with a technology reference guide of appropriate instructional websites/programs, passwords, and user instructions. The guide will also include teacher recommendations.	3 - Effective Instruction	11/15/2015	1/31/2016	Teachers
8	2	All students will be administered a quarterly baseline assessment using the existing technology software program.	4 - Curriculum, Assessment & Intervention System	11/15/2015	12/1/2015	Teachers
9	1	Data will be collected, reviewed, and evaluated by a committee and shared with staff.	6 - Enabling the Effective Use of Data	12/15/2015	1/31/2016	Technology Committee
10	1	The school will provide two parent technology dinner workshops prior to the administration of the PARCC assessment to familiarize parents with the writing skill requirements. Workshops will be held in February prior to the PBA and again prior to the EOY. Parent workshop evaluations will be administered. Presenters will be paid at the contracted rate. Incentives will be provided to encourage participation.	8 - Family Engagement	2/28/2016	3/15/2016	Professional Development Presenters
11	2	Analyze and share results of parent workshop evaluations with all stakeholders.	6 - Enabling the Effective Use of Data	6/1/2016	6/30/2016	M&E Associates
12	1	Provide supplemental language experiences in reading and writing for all grade levels in preparation for the PARCC assessment through media instruction and diverse resources.	3 - Effective Instruction	7/1/2015	7/30/2015	Media Specialist
13						
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20						

[illegible]

SMART Goal 4

8.iv

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[illegible]

Budget Summary

9

[RETURN TO INSTRUCTIONS](#)

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION						
Personnel Services - Salaries	100-100	\$ -	\$ 91,099.00	\$ -	\$ -	\$ 91,099.00
Purchased Professional & Technical Services	100-300	\$ -	\$ 46,500.00	\$ -	\$ -	\$ 46,500.00
Other Purchased Services	100-500	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	100-600	\$ -	\$ 11,000.00	\$ -	\$ -	\$ 11,000.00
Other Objects	100-800	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - INSTRUCTION		\$ -	\$ 148,599.00	\$ -	\$ -	\$ 148,599.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	\$ -	\$ 6,750.00	\$ -	\$ -	\$ 6,750.00
Personnel Services - Employee Benefits	200-200	\$ -	\$ 7,486.00	\$ -	\$ -	\$ 7,486.00
Purchased Professional & Technical Services	200-300	\$ -	\$ -	\$ -	\$ -	\$ -
Purchased Property Services	200-400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
Travel	200-580	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	200-600	\$ -	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00
Other Objects	200-800	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Costs	200-860	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ -	\$ 24,236.00	\$ -	\$ -	\$ 24,236.00
Buildings	400-720	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Equipment	400-731	\$ -	\$ -	\$ -	\$ -	\$ -
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - FACILITIES		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COST		\$ -	\$ 172,835.00	\$ -	\$ -	\$ 172,835.00

SIP Development Confirmation Page

10

[RETURN TO INSTRUCTIONS](#)

Before finalizing your SIP, please make sure that you have addressed the following:

Please insert an "X" in the box for all completed actions.

- ☒ The School Improvement Plan addresses all eight turnaround principles.
- ☒ The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- ☒ The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
- ☒ Literacy
 - ☒ Math
 - ☒ Climate and Culture
 - ☒ Composition Skills
- ☒ All of the SMART goals and the interim goals are outcomes-based.
- ☒ The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
- ☒ [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By Jodi Burroughs

Date Completed 6/26/2015

	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
Turnaround Principles		
1 - School Leadership	1	6
2 - School Climate & Culture	1	8
3 - Effective Instruction	3	11
4 - Curriculum, Assessment & Intervention System	1	12
5 - Effective Staffing	1	14
6 - Enabling the Effective Use of Data	2	7
7 - Effective Use of Time	2	4
8 - Family Engagement	1	4